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ABSTRACT

Much evidence indicates that raising the overall achievement level of an urban school requires parent participation in the school--participation beyond the traditional fundraising activities. This study identified program characteristics and district and school conditions that affect the implementation of parent-involvement programs. The first section describes the development of a methodology for measuring parent-involvement program implementation across diverse program sites. The methodology was used to investigate the implementation of the 1990-91 New York City Parent Involvement Program (PIP). The sample consisted of 34 school sites--13 district-funded and 21 school-funded--and 33 programs. Data were collected through site visits, surveys of program coordinators, and analysis of district and school demographic information. Findings suggest that programs that respond to the needs of various parent groups are able to promote parent participation among diverse parent populations. Program planning by school staff and parents rather than by district staff is important, as is effective parent-school communication, especially in communities with large percentages of parents with limited English proficiency. Two tables, one figure, and a copy of the program coordinator survey are included in this section. The second (and shorter) section outlines data collection methodology. (Contains 79 references.) (LMI)

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Methodology for Measuring Parent Involvement Program Implementation Across Diverse Program Sites

presented by

Lisa S. Abramson, Ph.D.

at American Education Research Association Conference

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Introduction

Much evidence indicates that raising the overall achievement level of an urban school requires parent participation in the school--participation beyond the traditional fundraising activities. (Henderson, Marburger, Ooms, 1986; Henderson, 1987; Gauther, 1983; Zerchykov, 1985) Parent involvement in school can range from attendance at report card conferences to participating in decision making on staffing and budget issues. Barriers to this involvement include differences between teacher and parent conceptions of involvement and class differences between school staff and low-income families. (Lightfoot, 1981) In light of the importance of the different roles parents play in improving urban education and a recognition of the barriers to their involvement, it is critical that the appropriate context and mechanisms for promoting their participation in school be identified. (The term "parent" refers to adult guardians, and "parent involvement" refers specifically to parent involvement in education.)

Research suggests that the success of programs with low-income parents depends on sensitivity to the needs of various parent groups. (Henderson, 1987; Ahlenius, 1983; Docknevich, 1984) But if tailoring school programs to meet parent needs increases parent involvement, how do school system policies and district programs affect this responsiveness in schools? Does the structure of a school system affect the likelihood of the implementation of parent involvement programs in schools?

Although school systems may be loosely coupled, this does not mean that school systems policies do not influence school activities.

The research described in this paper focuses on identifying program characteristics and district and school conditions that affect parent involvement program implementation in schools. Since programs for promoting parent involvement vary across program/school sites, a prerequisite for conducting this research was the development of a methodology for measuring parent involvement program implementation across diverse program sites.

This research investigated the implementation of the 1990-1991 New York City Parent Involvement Program (PIP). The New York City central Board of Education issued a request for proposals in September 1990, and subsequently awarded 89 grants. Individual schools received funds for $5,000 to $10,000. Community school districts and high school superintendencies received funds for $40,000 which they used to implement programs at specific school sites under their jurisdictions.

The first section below provides a summary of the research which led to the development of the methodology for measuring parent involvement program implementation across diverse program sites. The second section outlines the data collection methodology.

I. Summary of Study of Parent Involvement Program Implementation in New York City Public Schools

During the last 30 years, urban school systems have

increasingly served low-income, minority and immigrant populations as middle class and white populations have moved to suburban areas. (Ornstien, 1983) Therefore, it is important to note that since this study investigated programs in a large urban school system, it focused on programs targeted for low-income and immigrant families.

Since studying PIP implementation includes examining the influence of public school governance structures on school practices regarding parent involvement, the following explanation of the current governance structure is important to understanding this study.

New York City Public Schools Governance Structure

In New York City, the Decentralization Law of 1969 established 32 locally elected community schools districts (CSD) which are responsible for elementary and intermediate schools within their boundaries. Currently, parents hold 106 of the 311 seats on the 32 nine-member community school boards. The number of parents ranges from no parents to nine parent members.

More recent change in the New York City school governance structure comes from the school-based management reform movement which shifts control from the district to the school. The principle mechanism for establishing this type of school-based management is the school-based management council or team, a group usually consisting of the principal, teachers, parents, community members, and (high school) students. The 1990-1991 school year was the first year that New York City public schools

participated in a formal school-based management program.

A. The Implementation Model

The conceptual framework supplied by the Van Meter and Van Horn implementation model was applied to program implementation within a public school system. The proposed relationships described in Figure 1.A were developed based on research on effective schools, school change, and principal leadership which was placed in the context of this implementation model.

According to Van Meter and Van Horn, program implementation refers to those "actions by public and private individuals (or groups) that are directed at the achievement" of program objectives. They posit six variables that affect program implementation:

1) disposition of implementors;
2) program standards and objectives;
3) program resources;
4) characteristics of implementing agencies;
5) interorganizational communication and enforcement activities; and
6) economic, political, and social conditions.

Within the context of parent involvement program implementation research these variables become program characteristics, and school and district conditions. Implementors include program coordinators, school staff, parents, and principals.

Model of Parent Involvement Program Implementation

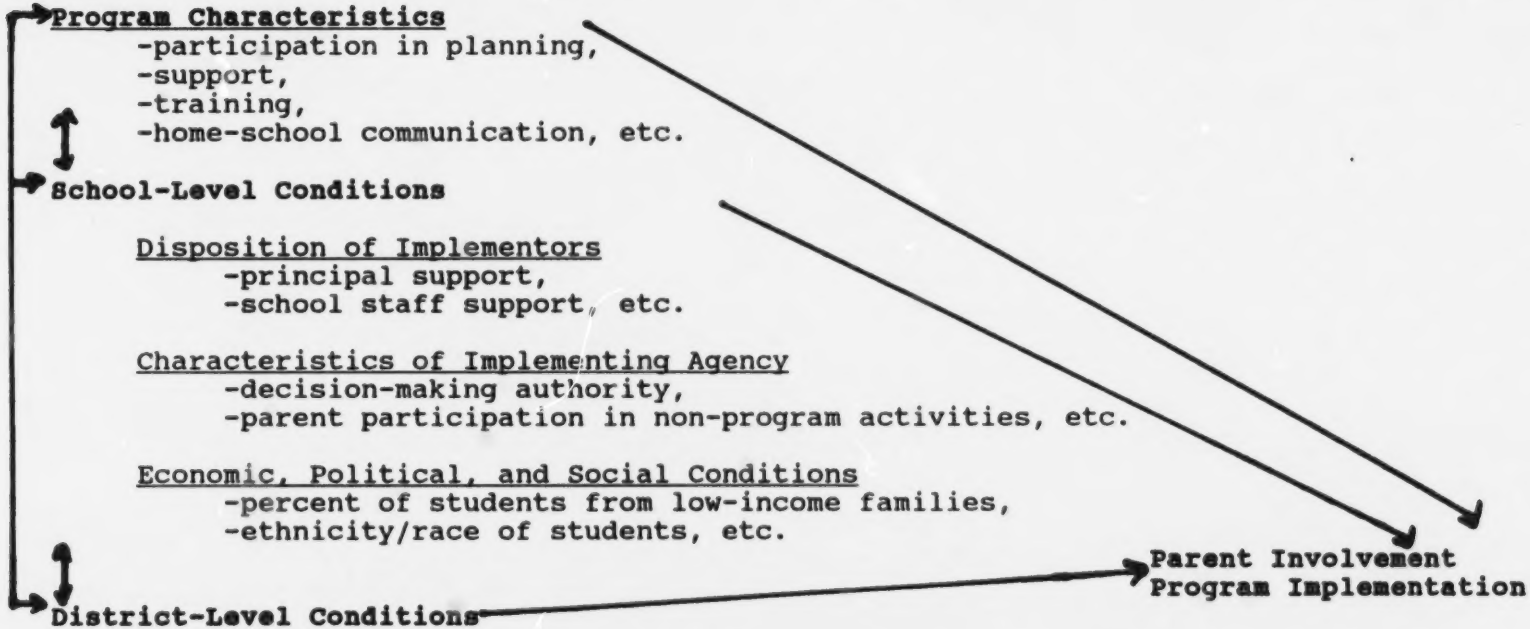

Figure 1.A

B. Conceptualization of Parent Involvement Program Implementation

A number of definitions of parent involvement appear in the literature. These definitions refer to different types of parent involvement activities including home, school-based, and policy formation activities. Through the New York City Parent Involvement Program (PIP), different parent involvement activities occurred in different school settings. Therefore, comparing parent involvement program implementation across different program sites required developing a definition of implementation which accounts for different activities being implemented in different locations.

In addition, it was important to be able to determine whether principal leadership influenced the extent to which activities were implemented in the same way that it influenced the level of parent participation in those activities. A program activity may take place as planned but serve few or no parents. In this case, there would be implementation without participation. Investigating the factors that influence the overall extent of program implementation for a program site required distinguishing between (1) the extent to which activities were implemented as planned and (2) the magnitude of parent participation in program activities.

Therefore, conceptualization of program implementation included two constructs: (1) the magnitude of activities implemented, and (2) the magnitude of participation in those

activities. These constructs were measured through five variables outlined below. In addition, an index which combined these five variables was also developed.

B.1 Activities Implemented

Activities implemented, the extent to which program activities took place as planned, was measured by comparing the activities specified in the proposal with the activities recorded on activity report forms. (See Section II.) Through this comparison the following variables were coded for each program site.

1. Number events implemented (NUMACT) is the number of PIP events that took place as planned. Events refers to workshops, meetings, field trips, library hours, etc. This includes meetings and workshops to produce publications.

2. Percent activities implemented (PCTACT) is the percent of activities that took place as planned. This includes the planned publication of documents such as newsletters and handbooks as well as events.

B.2 Participation

Participation, the extent of parent participation in program activities, was measured through the following indicators of parent attendance at PIP events as recorded on activity report forms.

3. Total parent attendance (TOTATT) is the sum of parent attendance at PIP events.

4. Average parent attendance (AVGATT) is the average parent attendance at PIP events calculated by dividing the sum of parent attendance by the number of events.

5. Percent parent attendance (PCTATT) is the average percent of the total parent population who attended PIP events calculated by dividing the average parent attendance by the estimated parent population for the

school. (School size, measured as the number of students registered, was used to estimate the size of the parent population assuming one parent per student.)

B.3 Overall Implementation

The extent of overall implementation, was assessed through the following composite variable. This variable was developed by combining the above measures of activities implemented and participation.

6. Implementation index (INDEX) is the average of the sum of the z scores of (1) number activities, (2) percent activities, (3) total attendance, (4) average attendance, and (5) percent attendance. (The z score standardizes the variation in the variable so that its standard deviation equals one and its mean equals zero.)

B.4 Program Benefits

Although this study did not focus on the extent to which programs had their intended impact on target populations, indications of program benefits were also considered. Program benefits refer to indications of benefits for parents and the school due to program activities. **Program benefits** were measured through questions in the survey instrument (See F. Data Collection and Analysis below). These questions correspond to the following variables.

7. Increased participation (PIINC) is a dichotomous variable created from responses to the survey question which addressed whether or not parent involvement in the school has increased since PIP.

8. School benefits are categories of responses based on themes among responses to the open-ended survey question which addressed how the school and school personnel benefitted from PIP.

9. Success rating (PIPSUCC) is an ordinal variable created from responses to the survey question which addressed the program coordinator's rating of the level of success of PIP activities. This variable ranges from one meaning not successful, no program objectives were satisfied, to four meaning very successful, all program objectives were satisfied.

Site visit reports were compared with information on the activity report forms to validate the information on the report forms (See F. Data Collection and Analysis below). Site visit reports were also examined to provide contextual information about program implementation. In addition, responses to open-ended survey questions which ask for comments or suggestions for future PIP activities, and anything else the program coordinator would like to address were reviewed for themes regarding activities implemented, participation, and program benefits.

Variation in the above measures was examined and each quantitative implementation measure was correlated with the other quantitative measures of implementation. The qualitative information was categorized and compared with the quantitative information.

C. Data Sources

The primary data were collected by this author for the New York City Board of Education Office of Research, Evaluation, and Assessment (OREA) study of PIP implementation for the 1990 to 1991 school year. In addition, this study used data collected by this author for the 1990-1991 Temporary State Commission on New

York City School Governance (TSC). This commission systematically examined school governance in New York City.

D. Sample Selection

The unit of analysis was the parent involvement program in an individual school. The study sample consisted of 34 school sites, 13 district-funded programs and 21 school-funded programs. These sites were selected to provide a cross section of conditions for program implementation including variation in school and district conditions, and variation in the relationship between districts and schools.

E. Generalizability

In general, compared with citywide averages, PIP sample school sites were on average higher performing schools serving students from low-income families with limited English proficiency. Therefore, study findings may be generalizable only to other PIP sites, or schools with similar school characteristics and demographics.(1)

F. Data Collection and Analysis

Data collection included sites visits, surveys of program coordinators regarding school and district conditions, and district and school demographic information obtained from the central Board of Education and the TSC. Analysis included descriptive statistics, regression analysis, and a comparison of

quantitative and qualitative findings.

The relationship between the different measures of program implementation was examined. The influence of program characteristics, school conditions, and district conditions on program implementation were examined separately. Then findings from the separate analyses were compared.

G. Findings and Implications

Table 1.1 summarizes study findings. In summary, findings indicated the importance of program planning by school staff and parents rather than by district staff. Principal leadership also appeared to foster parent participation. In addition, the nature of the communication between the school and the parents (home-school communication) especially in communities with large percentages of parents with limited English proficiency also appeared to have a significant influence on implementation. Regarding district influence, findings suggested that the number of parents on local school boards had a positive impact on parent participation in programs being implemented in schools under their jurisdiction.

G.1 Decision Making at Schools

Results support Edmond's assertion that more effective programs are developed by the people who are responsible for implementing them. Programs initiated by school staff and

Table 1.1: Relationships Between Study Variables and Program Implementation

	Activities Implemented	Participation	Overall Implementation
I. District Conditions			
A. District Characteristics:			
1. District-level parent involvement			
a. Number of parents on the school board		positive*	
II. School Conditions			
A. Disposition of Implementors:			
1. Implementor support			
a. Principal support		positive*	positive*
b. Program coordinator support		positive*	positive*
c. School staff support		positive*	
d. Parent support		positive*	
e. Implementor training	positive*		
f. Experience implementing program	positive	positive	positive
B. Characteristics of Implementing Agency:			
1. Participation in program planning:			
a. Parent participation		positive	
b. Implementor participation		positive	
c. School-level initiated program		positive*	

* relationship supported by regression analysis

Table 1.1: Relationships Between Study Variables and Program Implementation

	Activities Implemented	Participation	Overall Implementation
III. Program Characteristics			
A. Home-school communication			
1. Methods for notifying parents about PIP	positive*	positive*	positive*
2. No. types of communication activities	positive*		
3. Foreign language translation funding	positive	positive	
4. Including translation	positive		positive
5. Including ESL workshop	positive		
B. Funding support			
1. Actual funds spent	positive*		positive*
2. Material funds spent	positive*	positive*	positive*
3. Funds spent on custodians/security		positive	positive
4. Funds spent on refreshments	positive		
C. Types of activities			
1. No. different types of workshops	positive*		
2. No. different types of activities	positive*		
3. Leadership training		negative	
4. Volunteering		positive	positive
5. Trips			
a. Including trips/weekend activities	negative		
b. Funding trips		positive	
D. Target Group			
1. Parents of children early childhood age	negative		negative
2. Parents with limited English proficiency	positive	positive	positive

* relationship supported by regression analysis

parents had higher program participation than programs initiated by district personnel. Parent and program coordinator participation in planning was positively related to levels of program participation. Parent and school staff participation in program planning allows those individuals with the most information about parent needs to design the activities intended to promote parent participation.

According to site visit information, the most viable programs were designed by school personnel to meet needs of parents in their communities. For example, the administration and staff at a school in East Harlem developed a program for parents on public assistance. PIP workshops focused on parenting, mental health issues, and community involvement. In order to participate parents had to commit to attending at least 75 percent of the workshops. Some parents reported going back to college and to getting their Graduate Equivalency Education after attending the program. Graduates of the program from previous years appeared to act as mentors to newcomers.

Results also supported Firestone's proposition that teacher and parent participation in the design of a program increases the likelihood of their participation in the dominant coalition of individuals who actually shape the implementation process. In other words, their participation in planning increases the likelihood that they will continue to keep the program on track

during implementation. The finding that program coordinator, parent, and school staff support were also positively related to program participation measures, is consistent with this interpretation. High parent and staff participation in program planning and high implementor/program coordinator support go hand in hand in positively influencing program implementation.

G.2 District Decision Making

While school-initiated programs appear to generate greater parent participation than district-initiated programs, the number of parents on the school board also appears to encourage program participation. The number of parents on the school board was positively related to total program attendance statistically controlling for other district characteristics.

One explanation of these findings is that high parent participation levels at district schools was a precursor of the high levels of parent participation on the district boards. In this case, the direction of the relationship is from the school to the district. In an unpublished paper, Falsey suggests that parent involvement may be a developmental process, and that entry points at different levels of the school system may be an appropriate means for encouraging the parent-school partnership. (Falsey, nd) The parents on the school board may have begun their career as parent leaders through participation in school programs or their PA/PTAs. Future study of this proposition

requires obtaining information on the history of parent involvement in a district as well as background information on the parent school board members.

Another explanation is that the number of parents on the school board may have generated the appropriate amount of symbolic pressure which Firestone proposes encourages school program implementation. High parent school board membership did not translate into active school board or district office support of school programs. According to the program coordinators, district office personnel and school board members were barely involved in the implementation process. This may have provided the school sites with the autonomy to design programs which responded to the needs of their individual communities.

Nevertheless, districts with more parents on the school board obtained higher levels of program participation perhaps because these parents provided school staff with a symbolic message concerning the importance of encouraging parent participation. In addition, these parent members, simply by virtue of their presence in these elected positions, may have symbolized school system receptiveness to parent participation. This perception of receptiveness may have encouraged the participation of parents who may otherwise be reluctant to attend school programs.

A third and most plausible explanation is that the parents

on the school board were instrumental in hiring principals committed to encouraging parent involvement. Principals appeared to play a key role in parent involvement program implementation, and the school board hires them. Future research which includes an examination of the relationship between the number of parents on the school board and the hiring of principals under their jurisdiction will provide evidence regarding this explanation of the linkage between the number of parents on the school board and program participation.

G.3 Principal Leadership

Similar to previous research on the importance of principal leadership, this study provides evidence that principal leadership is an important element in implementing parent involvement programs. The positive correlation between principal support and staff support scores suggests principal leadership motivates staff support. Controlling for school performance and staff characteristics and demographics, regression analyses indicated that principal support was positively related to all participation measures and the implementation index. Principal leadership makes a difference regardless of school demographics.

G.4 District Office Leadership

Conversely, the district office may be playing an appropriate role by not providing extensive program oversight.

District support was not significantly positively or negatively related to program implementation. While this finding suggests the lack of a relationship between district activities and school practices, the positive relationship between the number of parents on the school board and program participation implies that the district does make a difference.

G.5 Lessons Regarding Program Characteristics

G.5a Experience and Training

Study findings support Firestone's proposition that program implementation is influenced by the capacity of the implementors to carry out the program. More experience and training appears to increase that capacity. Program implementation was positively influenced by implementor/program coordinator training as well as years of experience implementing the program. According to regression analyses controlling for school demographics, trained implementors implemented more activities as planned than implementors who were not trained. Implementors at schools with previous experience implementing the program also had more activities implemented as planned, higher participation, and higher overall implementation.

G.5b Home-School Communication

All program characteristics concerning communication between the school and the home appeared to positively influence program

implementation. The more methods a school uses to communicate with parents about PIP activities, the higher the levels of program implementation. Translation was critical in communicating with parents who did not speak English. In addition, programs targeted for parents with limited English proficiency had high levels of activities implemented as planned, participation, and overall implementation.

The site visits provided more information about the importance of home-school communication. Program coordinators and principals at sites with more experience implementing PIP expressed confidence in the importance of communication techniques. One school published a parents handbook in seven languages and conducted PTA meetings with translators located in different sections of the auditorium. Other program coordinators described how ESL training generated more parent involvement in other PIP activities. For example, 20 to 40 regular participants in ESL training led to 600 parents at a school-wide event at an elementary school serving a large population of low-income families.

G.6 Utility of Program Implementation Measurement

Measurement techniques allowed comparisons across program sites which were implementing different combinations of activities in different ways and were serving a variety of parent

populations. In addition, consideration of multiple aspects of program implementation through a variety of methods provided a more complete picture of implementation. Qualitative observations were consistent with quantitative assessments--which rendered confidence in both methods.

G.6a Construct Validity

Indications of construct validity provided confidence in measures both of the extent to which activities were implemented as planned and measures of program participation. Variables that were significantly correlated with one measure of an aspect of implementation were typically correlated with other measures of the same aspect. For example, the amount of funding spent on translation, and the amount of funding spent on custodian services were significantly positively related to all program participation measures and not to measures of the extent to which activities took place as planned.

Individually, the measures of each aspect of program implementation were highly inter-correlated (at the .001 level). The inter-correlations of measures of the same aspect were higher than the inter-correlations of measures of different aspects of implementation.

Table 1.2a: Correlations Between Measures of Implementation

N of cases: 34 1-tailed Signif: * - .01 ** - .001

	PCTACT	NUMACT	TOTATT	AVGATT	PCTATT	PIINC
PCTACT	1.00	.67**	.42*	.31	.41*	-.07
NUMACT		1.00	.46*	.14	.11	.06
TOTATT			1.00	.82**	.65**	.11
AVGATT				1.00	.84**	.16
PCTATT					1.00	.18
PIINC						1.00
INDEX	.74**	.62**	.88**	.81**	.79**	.11

G.6b Implementation Index

The implementation index was significantly correlated at the .001 level with all of the measures of activities implemented and participation.

Measures of program implementation for each program site were rank ordered in terms of the implementation index. In terms of validity, it is important to point out that this ranking was consistent with site visit information about the status of implementation at each program site. For example, at the second highest ranking program site this author observed approximately 600 parents fill two gymnasiums in 100 degree heat, and crowd into closet sized classrooms in a dilapidated school with no air conditioning to meet with teachers and see their children perform. At the second to the lowest ranking program, this author observed 10 to 15 parents in a large auditorium in an air conditioned school somewhat unenthusiastically work with their children on creating story books.

At the same time, the program site with the sixth highest index value which had an average parent attendance equal to 1 also appeared to be appropriately ranked. The seemingly low average attendance number was actually incorporated in the program design. This was a program which sponsored home visits to assist families of seeing and hearing impaired students in coping with their disabled children at home. Comparing this program with other programs based only on average attendance would have obscured perception of the seriousness with which this program was implemented. While consideration of individual measures provides the most information, the implementation index value seems to be nevertheless illuminating and its utility is supported by the more subjective site-visit data.

H. Conclusions

This study provides a new approach for implementation research. It provides an example of how to apply information from different disciplines to implementation study. In addition, this study demonstrates how to develop a systematic quantitative analysis of implementation. (See Section II below.)

Moreover, this study contributes the first systematic investigation of how to promote parent involvement in an urban school setting. It includes evidence regarding appropriate program characteristics, and school and district conditions for

designing programs to promote parent involvement. It also contributes a definition and methodology for measuring parent involvement program implementation which allows for comparison across diverse school settings. The following conclusions are drawn from study findings in combination with the author's observations in the field.

While differences between teacher and parent and conceptions of involvement, and class differences between school staff and low-income families may be barriers to parent involvement, this research indicates that programs that respond to the needs of various parent groups are able to promote parent participation amongst diverse parent populations.

For example, in high percentage LEP communities, ESL training brought parents into schools and provided them with much needed communications skills. Translations at program activities and through written materials were critical in these neighborhoods. In a community with a high percentage of parents on public assistance, required attendance at workshops focusing on parenting, mental health issues, and community involvement, provided parents with a new sense of accomplishment and connection to the education of their children.

Providing a variety of workshops and activities that require different kinds of participation responds to diverse needs within a school community. Parents who could not or did not want to

commit to weekly workshops attended Saturday outings. Also, funds to keep buildings open at times that are convenient for parents are well spent.

Designing responsive programs appears to require parent and school staff participation. School-initiated program designs rather than district mandates appear to be most effective in promoting parent involvement program implementation at the school level. School staff must have the discretion to draw on their knowledge of the school and the community in the development of programs. Information about parent needs at an individual school appears to be a prerequisite to designing programs which evoke their participation.

While minimal district office and school board oversight allows school-level autonomy, parent participation as school board members may ensure hiring of principals who promote parent involvement program implementation. Findings regarding the effectiveness of minimal district oversight and of school-initiated program design also indicate the appropriateness of the movement towards school-based management. Decision making regarding the design of school programs focusing on responding to community needs probably belongs with school personnel and parents.

But decision making without training may not work well. As the staff's capacity to implement parent involvement programs

improves, the extent to which these programs are implemented increases. The staff's capacity to implement programs may be increased through training and through information from other more experienced program staff. Pairing newly funded programs with school sites with previous experience serving a similar population will allow the newly funded program to benefit from lessons learned elsewhere. For example, the coordinator at the school with handbooks in seven languages could provide tips to another school serving a similarly diverse population. In addition, schools that went from no participation to well-integrated parent participation can serve as models of the future for schools that are just beginning to implement a program.

While hiring principals who express commitment to parent involvement will probably ensure their support for implementing parent involvement programs, a well-designed workshop program for principals may also motivate their support.

In conclusion, improving urban education includes promoting parent involvement in the education system. This study provides guidelines for designing and implementing programs which promote that involvement. Parent involvement program benefits that different parent groups receive carry over to their children and the school. Programs that equip parents to function in the community, also equip them to support the education process of their children. When the school provides services that meet

parent needs, a strong connection is established between the school and the families it serves. It is this connection that provides a context for improving the performance of that school.

Notes to Section I

(1) Since sample program sites differed on average from schools citywide in terms of school characteristics and demographics, study findings may not be generalizable to all school sites. It is recommended that future study examine the difference between three categories of potential program sites: (1) funded sites, (2) sites that applied for funding, but did not receive it, and (3) sites that did not apply for funding. This comparison should include an assessment of how principal support for parent involvement varies throughout the public school system.

II. Data Collection and Measurement Methodology

Measuring and researching parent involvement program implementation across diverse program sites required:

1. sites visits (the first six of which were used to inform the development of a survey for program coordinators);
2. a survey completed by program coordinators;
3. extracting school and district demographic information from school and district profiles;
4. extracting information from program proposals;
5. extracting information from activity sheets; and
6. comparing information from program proposals and activity sheets to calculate program implementation measures. (1)

In particular, measuring program implementation and program characteristics required steps 4, 5, and 6 which are described in more detail below. (All forms discussed in this section appear at the end of this paper.)

Extracting Information from Program Proposals

1. Read proposals and recorded information on Proposal Data Form. Recorded budget information on separate sheet. (2) The following information was coded.
   a. Activities specified by proposal
   b. Target populations associated with each activity
   c. Size of target population for each activity
   d. Total number of activities specified
   e. Whether or not parent participation in planning was specified, and if so how they participated

f. Whether or not implementor participation in planning was specified, and if so how they participated

g. Whether or not implementor training was included, and if so, description of the training

h. Whether or not regular evaluation of program activities was included, and if so description of the evaluation

i. Whether or not networking with other programs was included, and if so, description of the networking

j. Approved budget information: budget items and amounts

2. Developed program characteristic and budget categories
The following categories were developed through the process of reviewing the proposal data forms.

Program Characteristics

I. Workshops
   1. workshop(s) on continuing education
   2. workshop(s) on English as a second language
   3. workshop(s) on home education techniques
   4. workshop(s) on family relations, for example, disciplining your child
   5. parent leadership training
   6. parent support group

II. Other objectives
   7. parent volunteering program
   8. field trips
   9. create and run a parent room or resource center
   10. create and run a lending library

III. Home-school communication activities
   11. produce newsletter(s)
   12. produce handbook(s) on school activities or community resources
   13. create and run parent hotline
   14. provide foreign language translation

IV. Other characteristics
   15. parent/child activities
   16. child care provided
   17. day activities
   18. evening activities
   19. weekend activities

Target Populations

1. all parents of students in the school
2. parents of children in early elementary grades
3. parents with limited English proficiency
4. parents of students at-risk of dropping out of school
5. non-working parents
6. other--referring to a uniquely specified target group

Budget Categories

I. Summary categories
   1. funding allocation
   2. actual funds spent
   3. personnel funds spent: total personnel support was calculated by summing the funds spent in the personnel funding categories described below.
   4. material funds spent: total material support was calculated by summing the funds spent in the material funds categories described below.

II. Personnel funds
   1. conducting workshops
   2. administering program
   3. producing publications, for example newsletters, handbooks
   4. foreign language translation
   5. child care
   6. custodians/security

III. Material funds
   1. printing publications
   2. instructional materials, for example, books, videos
   3. refreshments
   4. trips
   5. transportation, for example, tokens, car fare
   6. miscellaneous includes office supplies, film, etc.

3. Recorded Program Characteristics. Reviewed proposals to record the types of activities, program characteristics, on the data sheet. The target population category for the program site was also recorded. This information was eventually recorded in the study data base as a series of dichotomous variables. Target population was recorded as a nominal variable.

4. Recorded Budget Information. Approved budgets were compared with actual budgets, and budget modifications were noted. Budgets were reviewed and items were calculated according to the budget categories described above.

Extracting Information From Activity Sheets

Submission of monthly activity sheets was a procedure established by the central Board of Education Office of Parent Involvement which administered this program. These sheets included the type of activity and parent attendance at the activity. At the end of the school year activity sheets were reviewed to ascertain which sample schools had not submitted sheets. The last week in June program coordinators at these school were contacted and informed of the importance of submitting these sheets. The activity sheets were not reviewed for measurement purposes until the first week in August.

1. Read activity sheets and recorded information for each program site on a separate activity report data form. The information recorded from the activity sheets consisted of each PIP event and the attendance at the event, and other recorded accomplishments such as publications of handbooks and newsletters.

2. Compared activity sheet information with site visit report information. In two cases, program coordinators at program sites where events were observed had not submitted activity sheets. For these program sites, only the event and attendance observed during the site visit were recorded on an activity sheet. Otherwise, the site visit information corroborated the activity sheet records.

Comparing Information From Program Proposals and Activity Sheets

1. Calculated measures of activities implemented. Compared proposal data forms with activity report data forms regarding the extent to which activities were implemented as planned. The following information was recorded on the activity report data forms.

   a. The events on the activity sheets were compared with the events planned in the proposal. The number of events that took place as planned was recorded for each program site.

   b. The events and activities including publications planned in the proposal were tallied and compared with events and activities recorded on the activity sheets. The percent of activities that took place as planned including publications was recorded for each program site.

2. Calculated measures of participation. The participation measures were recorded by reviewing the activity report forms and completing the following calculations from the information provided.

   a. total attendance: sum the parent attendance at PIP planned events

   b. average parent attendance: calculate the average parent attendance by dividing the total attendance figure by the number of events that took place as planned

   c. percent average attendance: calculate after all the study variables were recorded in a data base by dividing the average parent attendance by the number of students registered for the school. Assuming one parent per student, the number of students registered for the school was used to estimate the parent population for the school as well as school size.

Notes to Section II

(1) The Office of Parent Involvement provided (1) complete files regarding program proposals and budgets and (2) activity sheets. The measurement of program characteristics and implementation relied on their conscientious recordkeeping efforts.

(2) For future investigations, the proposal data form should be revised and should include budget information.

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF RESEARCH, EVALUATION AND ASSESSMENT

PARENT INVOLVEMENT PROGRAM
(PIP)
1990-91

SCHOOL COORDINATOR SURVEY

Dear Parent Involvement Program Coordinator

The Office of Research, Evaluation, and Assessment is evaluating the Parent Involvement Program (PIP). Our goal is to learn how to improve future program implementation. **Please answer all questions as completely as possible. It should only take 15 minutes of your time.**

Please return the survey by June 17 to Carolyn Jarvis, Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 735, Brooklyn, N.Y. 11201

Please answer the questions by putting a check mark (√) in the space next to the answer of your choice.

I. BACKGROUND INFORMATION

		FOR OFFICE USE
1. Check the years that your school received PIP funds.		
1987-88	____	1 [1]
1988-89	____	1 [2]
1988-90	____	1 [3]
1990-91	____	1 [4]
2. Please check your current position.		
School principal	____	1 [5]
Assistant principal	____	2
Teacher	____	3
Guidance Counselor/Social Worker	____	4
Other (Please specify) _____	____	5

II. PROGRAM IMPLEMENTATION

The following questions address the implementation of PIP activities at your school.

FOR OFFICE USE

1. What is your role in implementing the program? **Please check ALL responses that apply to you.**

____	Participated in development of proposal	1 [6]
____	Wrote proposal	1 [7]
____	Conducted needs assessment or parent survey for program planning	1 [8]
____	Planned trips	1 [9]
____	Planned activities	1 [10]
____	Obtained resources for program (speakers, materials, etc.)	1 [11]
____	Prepared materials and supplies	1 [12]
____	Coordinated PIP activities with school staff	1 [13]
____	Coordinated PIP activities with parent volunteers	1 [14]
____	Coordinated PIP activities with other parent activities in school	1 [15]
____	Coordinated PIP activities with other parent activities in district	1 [16]
____	Conducted workshop(s)	1 [17]
____	Lead PIP staff meetings	1 [18]
____	Lead PIP parent meetings	1 [19]
____	Participated in recruiting PIP parents	1 [20]
____	Other, please explain.	1 [21]

2. Do you think you were adequately prepared to implement the program?

Yes _____ 1 [22]
No _____ 2

If no, please explain.

3. Who else participated in implementing the program in your school? **Please check ALL responses that apply.**

School administrators ____	1 [23]
District administrators ____	1 [24]
Central administrators ____	1 [25]
Teachers ____	1 [26]
Parents ____	1 [27]
Other (please specify) ____	1 [28]

4. What role did the principal play in implementing the program in your school? **Please check ALL responses that apply. (If you are the principal, skip this question.)**

	FOR OFFICE USE
____ Participated in development of proposal	1 [29]
____ Wrote proposal	1 [30]
____ Conducted needs assessment or parent survey for program planning	1 [31]
____ Planned trips	1 [32]
____ Planned activities	1 [33]
____ Obtained resources for program (speakers, materials, etc.)	1 [34]
____ Prepared materials and supplies	1 [35]
____ Coordinated PIP activities with school staff	1 [36]
____ Coordinated PIP activities with parent volunteers	1 [37]
____ Coordinated PIP activities with other parent activities in school	1 [38]
____ Coordinated PIP activities with other parent activities in district	1 [39]
____ Conducted workshop(s)	1 [40]
____ Lead PIP staff meetings	1 [41]
____ Lead PIP parent meetings	1 [42]
____ Participated in recruiting PIP parents	1 [43]
____ Other, please explain.	1 [44]

5. What role did other school staff **(other than yourself or the principal)** play in implementing the program? **Please check ALL responses that apply to your school.**

____ Participated in development of proposal	1 [45]
____ Wrote proposal	1 [46]
____ Conducted needs assessment or parent survey for program planning	1 [47]
____ Planned trips	1 [48]
____ Planned activities	1 [49]
____ Obtained resources for program implementation (speakers, materials, etc.)	1 [50]
____ Prepared materials and supplies	1 [51]
____ Coordinated PIP activities with school staff	1 [52]
____ Coordinated PIP activities with PA/PTA	1 [53]
____ Coordinated PIP activities with other parent activities in school	1 [54]
____ Coordinated PIP activities with other parent activities in district	1 [55]
____ Taught workshop(s)	1 [56]
____ Lead PIP staff meetings	1 [57]
____ Lead PIP parent meetings	1 [58]
____ Participated in recruiting PIP parents	1 [59]
____ Other, please explain.	1 [60]

6. What role did parents play in implementing the program? **Please check ALL responses that apply to your school.**

FOR OFFICE USE

____	Participated in development of proposal	1 [61]
____	Wrote proposal	1 [62]
____	Conducted needs assessment or parent survey for program planning	1 [63]
____	Planned trips	1 [64]
____	Planned activities	1 [65]
____	Obtained resources for program implementation (speakers, materials, etc.)	1 [66]
____	Prepared materials and supplies	1 [67]
____	Coordinated PIP activities with school staff	1 [68]
____	Coordinated PIP activities with PA/PTA	1 [69]
____	Coordinated PIP activities with other parent activities in school	1 [70]
____	Coordinated PIP activities with other parent activities in district	1 [71]
____	Taught workshop(s)	1 [72]
____	Lead PIP staff meetings	1 [73]
____	Lead PIP parent meetings	1 [74]
____	Participated in recruiting PIP parents	1 [75]
____	Other, please explain.	1 [76]

7. How did you notify parents about PIP activities? **Please check All responses that apply.**

____	By telephone	1 [77]
____	Sent notices home with students	1 [78]
____	Made announcements to students in classrooms	1 [79]
____	Distributed flyers in buildings and stores in catchment area	1 [80]
____	Made announcements at community meetings	1 [81]
____	Other, please explain.	1 [82]

8. Has your program received assistance or funding from any other sources?

Yes	____	1 [83]
No	____	2

If yes, please describe the amount of funding and the source.

FOR OFFICE USE

9. How clear did you find the program guidelines, that is, procedures for implementing the program? **Please CIRCLE ONE choice on the following scale where completely clear means that program guidelines were easy to understand, and completely unclear means that program guidelines were difficult to interpret.**

Completely unclear 1 2 3 4 Completely clear [84]

Please explain.

10. Overall how would you rate the level of principal support provided? **Please CIRCLE ONE choice on the following scale where very supportive means that the principal played a key role in implementing the program, and not supportive means that the principal was not involved in program implementation.**

Not supportive 1 2 3 4 Very supportive [85]

11. Overall how would you rate the level of school staff support provided? **Please CIRCLE ONE choice on the following scale where very supportive means that school staff played key roles in implementing the program, and not supportive means that school staff were not involved in program implementation.**

Not supportive 1 2 3 4 Very supportive [86]

A lot of circumstances contribute to the success or difficulties with program implementation. The following two questions address the elements that you think facilitated or hindered program implementation.

FOR OFFICE USE

12. What features of the program implementation do you think contributed to the successful aspects of your program? **Please check ALL activities that you think contributed to the success of your program.**

____	Parent participation in planning the program	1 [87]
____	PA/PTA participation in planning the program	1 [88]
____	Surveys of parents for planning the program	1 [89]
____	School administration participation in planning the the program	1 [90]
____	School staff participation in planning the program	1 [91]
____	Distribution of funds in a timely manner	1 [92]
____	Procedures for accessing funds	1 [93]
____	Amount of funding providing	1 [94]
____	Materials obtained for program implementation	1 [95]
____	Staff/personnel implementing the program	1 [96]
____	Administrative/principal support for the program	1 [97]
____	Training for staff/personnel implementing the program	1 [98]
____	The method for contacting parents about PIP activities	1 [99]
____	The method for receiving feedback from parents about PIP activities	1 [100]
____	Foreign language translation for communicating with parents	1 [101]
____	Coordination with other parent involvement programs in your school	1 [102]
____	Networking with other parent involvement programs in other schools	1 [103]
____	Other, please explain	1 [104]

Of the responses you checked, which TWO were the most important? Please explain.

___[105]
___[106]

13. What features of the program implementation do you think have been problematic? **Please check ALL responses that you think were obstacles to successful program implementation at your school.**

FOR OFFICE USE

____ Too little parent participation in planning the program — 1 [107]
____ Too little PA/PTA participation in planning the program — 1 [108]
____ The lack of surveys of parents for planning the program — 1 [109]
____ Too little school staff participation in planning the program — 1 [110]
____ Too little school administration participation in — 1 [111]
____ Planning the program — 1 [112]
____ The distribution of funds in a timely manner — 1 [113]
____ Procedures for accessing funds — 1 [114]
____ Amount of funding providing — 1 [115]
____ Materials obtained for program implementation — 1 [116]
____ Staff/personnel implementing the program — 1 [117]
____ Administrative/principal support for the program — 1 [118]
____ Training for staff/personnel implementing the program — 1 [119]
____ Methods for contacting parents about PIP activities — 1 [120]
____ Methods for receiving feedback from parents about PIP activities — 1 [121]
____ Foreign language translation for communicating with parents — 1 [122]
____ Coordination with other parent involvement — 1 [123]
____ Programs in your school — 1 [124]
____ Networking with other parent involvement program in other schools — 1 [125]
____ Other, please explain — 1 [126]

Of the responses you checked, which TWO were the biggest obstacles? Please explain.

___[127]
___[128]

14. Other than PIP, how are parent involved in your school? **Please check ALL responses that apply to your school.**

PA/PTA ____ — 1 [129]
Parent-teacher conferences ____ — 1 [130]
Volunteers ____ — 1 [131]
School based management ____ — 1 [132]
Chapter 1 parent advisory committee ____ — 1 [133]
Chapter 1 school wide committee ____ — 1 [134]
Other, please specify ____ — 1 [135]

15. Since PIP began, has the number of parents involved in your school increased? (include PTA, school volunteer, parent-teacher conferences)

Yes ____ 1 [136]
No ____ 2

Please explain.

16. How do you think the school and school personnel have benefitted from PIP?

17. How would you rate the level of success of your PIP activities? **Please CIRCLE ONE choice on the following scale where very successful means that all program objectives were satisfied, and not successful means no program objectives were satisfied.**

Not successful 1 2 3 4 Very successful [137]

Please explain.

II. DISTRICT INFORMATION

The following questions address the role the district played in PIP implementation.

1. What support has the district office or the superintendent provided for implementing PIP? **Please check ALL responses that apply to your program.**

____ Facilitated accessing PIP funds 1 [138]
____ Assisted with purchasing for PIP activities 1 [139]
____ Provided technical assistance 1 [140]
____ Conducted presentations at PIP activities 1 [141]
____ Attended PIP activities 1 [142]
____ Requested information about PIP 1 [143]
____ Other, please explain 1 [144]

FOR OFFICE USE

2. What roles have school board members played in implementing PIP? **Please check ALL responses that apply to your program.**

FOR OFFICE USE

____ Facilitated accessing PIP funds 1 [145]
____ Provided technical assistance 1 [146]
____ Conducted presentations at PIP activities 1 [147]
____ Attended PIP activities 1 [148]
____ Requested information about PIP 1 [149]
____ Other, please explain 1 [150]

3. How would you rate overall district support? **Please CIRCLE ONE choice on the following scale where very supportive means the district played a key role in implementing the program, and not supportive means the district was not involved in program implementation.**

Not supportive 1 2 3 4 Very supportive [151]

III. GENERAL

1. Do you have any comments or suggestions for future PIP activities?

2. Is there anything else that you would like to add, that you have been unable to address in this questionnaire?

___[152]

___[153]

___[154]

PARENT INVOLVEMENT PROGRAMS

CYCLE I

1990 - 1991

District ____ School _____ Month of _____

TYPE OF ACTIVITY	DATE	TIME	ATTENDANCE			HOW WERE ACTIVITIES PUBLICIZED	LIST OF EXPENDITURE TO DATE	BALANCE BUDGET
			#PARENTS	TEACHERS	STAFF			
							Total _____	

Proposal Data No. ___ District ___ School _____

1. Activities specified by proposal

Target Population #/char.

2. Target populations specified: the number and characteristics of the population

3. Types of activities specified

Proposal Data No. ___ District ___ School _____

4. Did parents participated in planning? Yes/No
If yes, how did they participate?

5. Did implementors participate in planning? Yes/No
If yes, how did they participate?

6. How much funding did the site receive?

7. If a school site of a district program, what portion of district funding was budgeted for the school site?

8. How much funding was allocated for materials?

9. How much funding was allocated for personnel?

10. Was implementor training included? Yes/No
If yes, describe the training.

11. Was regular evaluation of program activities included? Yes/No
If yes, describe the evaluation.

12. Was networking with other programs included? Yes/No
If yes, describe the networking

Activity Report Data (with Proposal and School Profile Data)

No. ___ District ___ School _____

1. Number of PIP events

2. Number of PIP events proposal specified events that actually took place

3. Percent activities that took place as planned: no. of prop. specified events that actually took place/total no. of events specified in proposal

4. Sum of parent attendance at PIP events

5. Average parent attendance at PIP events

6. Average percent of total parent population: average attendance/no. of student registered

7. Percent of target population at PIP events: average attendance/target population